

Ventura Unified School District

School Plan for

Student

Achievement



Pacific High School

56 72652 5630272

Contact Information:

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2020-2021

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

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The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2020-21 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Deidre Monarres	X				
Charles Cornwell/Vida Martinez			X		
Laura Mew			X		
Diann Block		X			
Kathy Elliott		X			
Doug Kidwell		X			
Precious Bibb				X	
Mark Garcia				X	
Ryan Russell				X	
Lashon Thomas				X	
Andrew Pillado					X
Selah Wilms					X
Number of members in each category	1	3	2	4	2

English Learner Advisory Committee Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Deidre Monarres	X				
Jose Barajas				X	
Omar Castro				X	
Anabel Fierros				X	
Sagrario Flores				X	
Roberto Maravilla				X	
Guillermina Martinez				X	
Alberto Moctezuma				X	
Matilde Rodriguez				X	
Marilu Salgado				X	
Adrianna Sanchez				X	
Flor Suarez				X	
Obdulia Teran				X	
Alejandro Vergara				X	
Number of members in each category	1			13	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

- ☐ The ELAC has voted to give governance to the SSC on this date: _____
- ☐ The name of the parent ELAC representative to SSC is: _____

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Leadership Team

English Learner Advisory Council

Signature of Authorized
Representative

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: _____

Attested:

Deidre Monarres, Principal

Date

SSC Chairperson

Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

Pacific High School served 151 students in grades 9-12 (October 2019) during the 2019-20 school year. Student enrollment at that time included 4.6% students with disabilities, 30.5% English learners, 87.4% socioeconomically disadvantaged, 11.3% homeless, and 4% foster youth. PHS is designated Schoolwide Title I due to the high poverty rate of its student's families.

Each fall, the student body begins with approximately 125 students. Due to the highly transient nature of those enrolled and new students continually referred during the year, the average new enrollment is about twenty per month. This brings the total enrollment throughout the year to over 250 students per year.

Due to a variety of factors, the demand for placement has remained consistently high. PHS students get a feeling of community in their homerooms and from the small, friendly, personalized classes and campus. Instructional strategies and the pacing of the curriculum are adjusted to meet student needs. PHS has developed a reputation as a special place for those students looking for a viable alternative to the large traditional high school. PHS's 2017-18 staffs' outstanding efforts on behalf of its students were acknowledged by the State Department of Education and the California Continuation Education Association recognizing it as a Model Continuation High School.

Pacific High School follows a traditional school calendar of 180 student contact days. Classes start at 8:10 A.M. and end at 12:42 P.M. with one sixty-seven minute period and four forty-five minute periods. This far exceeds the minimum 180 instructional minutes required for California continuation high schools. Class size can vary from 17-22 students. The master schedule consists of one homeroom period and four core curriculum periods.

Students and families are urged to extend the students' school day by enrolling in at least one of the following credit offerings:

- School Site After School Enrichment
- Work experience
- Community service
- VCOE (Career Technical Education)
- Concurrent enrollment at the community college
- Credit Recovery through individualized units of study completed after the school day
- APEX On-line

First Steps Child Development Center is an onsite licensed child development center that serves the children of our thirty enrolled teen parents. The CDE sponsored Cal-SAFE (California School Age Families Education) Program provides funding for this program.

The Transition Class has been established to provide immediate classroom instruction for those newly entering students. This is a quarterly program designed to allow new students to acclimate to PHS. Those students demonstrating high academic, behavioral and attendance achievement may transfer to the morning program at the end of any given 3-week instructional interval. Class size ranges from 5 to 30 students

The established program, the Lagoon, is PHS's on campus intervention program. It is a 6-week intensive academic and behavioral self-contained class scheduled in the afternoon from 8:10-11:54. Prior to referral to the program, students are monitored via a positive behavioral support plan. Numerous interventions are developed and designed to address the concern. If a student remains unsuccessful in adequately changing the identified academic barrier, a transfer to the Lagoon takes place. The intent is to have the student address the learning barrier, change the identified concern, and return to the morning program. There is no limit to the number of times a student may participate in the Lagoon program.

An ongoing relationship continues to exist between PHS and the community college. Tuition is free for high school students concurrently enrolling. Those having financial need may receive text books grants through donations which is accessed through the District Liaison.

Pacific High School (PHS) completed a facilities modernization in February 2005, which included the installation of necessary infrastructure to support high speed Internet access. Campus technology resources include:

- Three computer labs
- Four laptop carts
- Interactive overhead projectors in all classrooms
- All teachers have online access to the Q student information system and other programs supported by the district server
- Wireless technology has been installed throughout the campus

Pacific High School consists of a main campus. PHS serves students from the city of Ventura as well as the Ventura County areas of Saticoy, Oak View, and La Conchita.

The annual school accountability report located in the Resources Section of this report includes a wide range of information about the school and its staff. Current and three-year trend information for teaching and support staff are accompanied by statistical and narrative data related to schoolwide student performance, condition of facilities, sufficiency textbooks, learning conditions, and district expenditures.

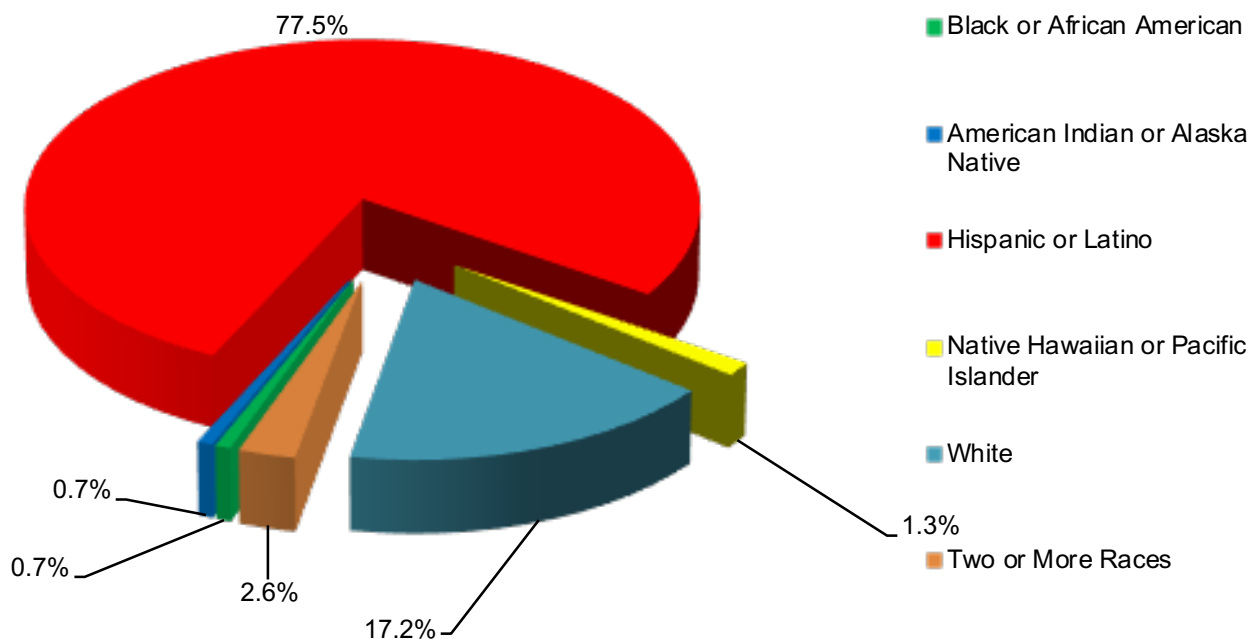
School Vision

Pacific High School is based on a philosophy of individual accountability and responsibility, coupled with a commitment to maintain an atmosphere where students can feel secure, accepted, and challenged. The school's vision is based on the philosophy of Routines, Relationships, Respect, Responsibility, Results.

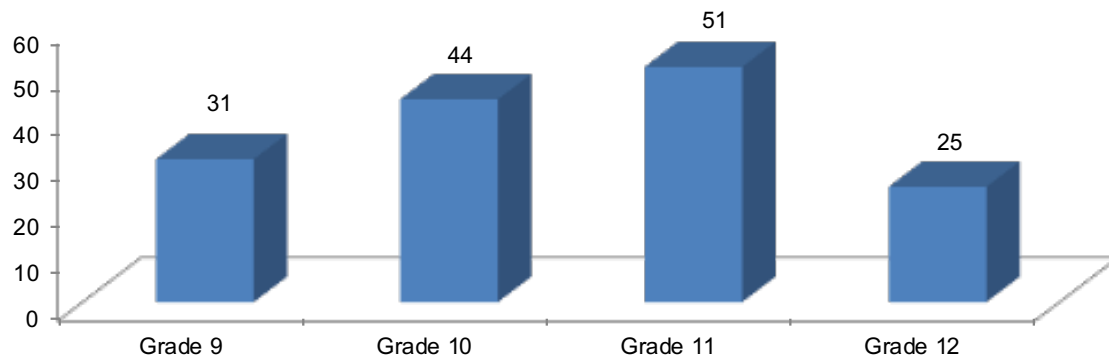
School Mission

The school exists to educate, in the broadest sense, those students who have not experienced success in the traditional high school program. This education is provided in a climate designed to foster a sense of community where students who have struggled in larger education settings can experience a sense of personal recognition, academic success, and positive identification in a structured yet flexible setting.

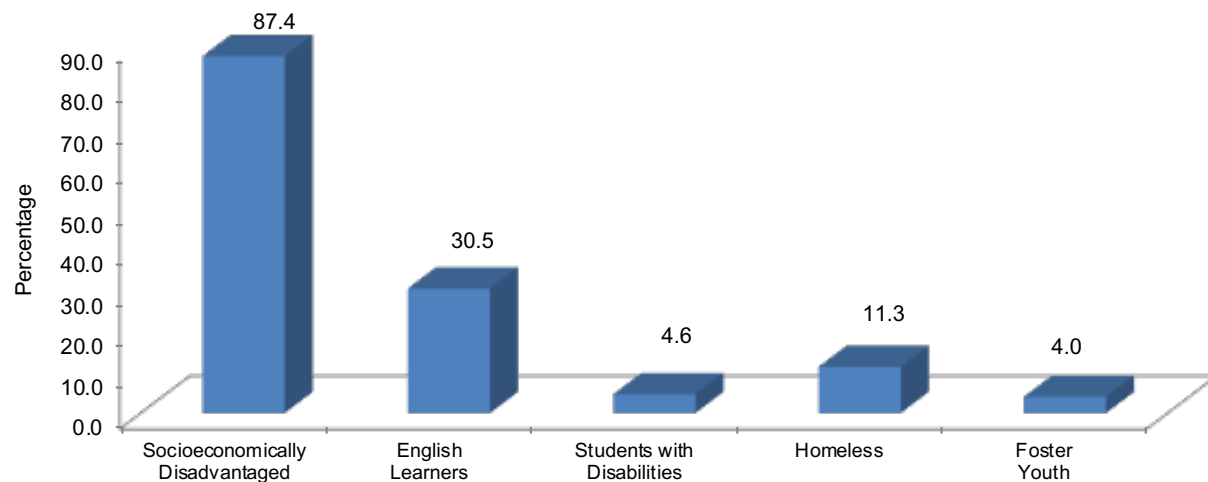
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

Pacific High School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During a faculty meeting held in the first semester of the school year, school administration and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - District Assessments
 - CAASPP Reports
 - CST Science Reports
- ✓ Behavior Model Data
- ✓ Attendance Rates
- ✓ Suspension Rates
- ✓ California School Climate Survey
- ✓ Student Credit Earning
- ✓ Graduation Rates
- ✓ Dropout Rates
- ✓ Grades

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Pacific High School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Pacific High's teachers have been trained on multiple models to help manage student behavior and promote respectful, responsible choices; these programs include Randy Sprick's Safe and Civil Schools, PBIS (Positive Behavior Intervention Support), and RtI2 (Response to Intervention) behavior model. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. During enrollment, students are advised of their behavior expectations. As needed, administrators may visit individual classrooms to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Pacific High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Pacific High School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.
- **Anti-Bullying Spirt Weeks**
- **Multi-Tiered Systems of Supports (MTSS)**
- **Restorative Justice Practices**
- **Partnership with Behavioral Health** - (on campus and off campus referrals)
- **YONDR** – Cell phone locking system
- **School Connect Social Emotional Curriculum**

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Pacific High School	56726525630272	11/18/20	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

Pacific High School is identified for Comprehensive Support and Improvement specifically for graduation rate. Additional state dashboard indicators show that Pacific High School needs strategic improvements focused on Graduation Rate, English Language Arts, Math and College and Career Readiness.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific High School's plan meets the ESSA requirements of aligning with the Ventura Unified School District's Local Control and Accountability Plan (LCAP). The goals in this plan enhance academic achievement through a focus on equity, accountability, inclusion, transparency, flexibility and opportunity for all students. This plan strengthens school safety through a multi-prong effort, addressing both the physical safety needs and social-emotional needs of students, staff, and families. The Pacific High School Plan for Student Achievement also includes a strong focus on collaboration and enhancing communication within the school and the larger PHS community while systematically targeting improvement to our school culture and climate. Through this plan, Pacific High School demonstrates its commitment to integrity and continual growth as well as prioritizing our values of relationships, routines, responsibility, respect and results.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Dates:
PHS Leadership Team	9/2/20, 9/30/20, 10/21/20
PHS MTSS Leadership Team	9/15/20, 10/20/20, 11/17/20
PHS Staff	8/14/20, 8/26/20, 10/7/20, 11/18/20
School Site Council	10/14/20, 11/18/20
ELAC Committee	10/21/20

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

Pacific High School has identified Resource Inequities in the following areas:

1. Math Intervention: A large majority of students enroll at PHS with significant gaps in the necessary math skills required to meet CA and VUSD Math graduation requirements. This is generally a result of failing Math I at their home school multiple semesters. In some cases, students have taken and failed four semesters of Math I prior to arriving at PHS. This creates a challenge of completing the three-year graduation requirement in only two years for these students who may also have other significant graduation deficiencies.

2. English Language Arts Intervention: A large majority of students enroll at PHS with significant gaps in the ELA skills required to meet CA and VUSD graduation requirements. This is generally a result of failing English 9 and English 10 courses at their home schools. This creates a challenge of completing the four year ELA graduation requirement in two years for students who may also have math or other core graduation credit deficiencies.

3. College and Career Readiness: PHS annual survey data, as well as the 2020 WASC Self-Study indicates that students and families would like PHS to increase school-based support for college and career planning. These supports will include strategies such as increasing on-site CTE offerings, implementing the National ACT-Work Keys Career Readiness Certification modules/courses, and improving preparation for community college and or technical school applications.

4. Training and Staff Development for teachers and staff: PHS teachers and staff require continuous training and professional learning opportunities to meet district and school goals in Multi-Tiered Systems of Support (MTSS) including specific training in: Universal Design for Learning, Social Emotional Learning, Project Based Learning, Positive Behavior Intervention Supports, Trauma Informed Practices, and Restorative Practices.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps for credit deficient students.

Identified Need:

Increase Pacific High School Graduation Rates

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quarterly Student Credit Data	15.5 Average Credits Earned per quarter per student	16+ Average Credits Earned per quarter per student
Student Attendance	73%	Increase 1%
Student Suspensions	35% (2018-2019) 26% (2019-2020 Covid)	25-30%
Graduation Rate	41.8% (2018-2019)	75%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with additional targeted Math intervention for credit deficient students in this core area.

Strategy/Activity

Increase access to approved CA and VUSD Math Graduation Requirements for students not on an A-G graduation pathway.

- Implement the VUSD approved Math Courses: General Math A and General Math B in the PHS Credit Recovery Curriculum
- Seek VUSD Board of Education Approval for a new course in Applied Math, utilizing the National ACT Work Keys College and Career Modules for Applied Math.
- Add an additional 6th period Math class to the master schedule
- Use qualified certificated and classified staff to provide after-school intervention/tutoring for students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 – Certificated teacher(s) tutoring	VUSD CARES
\$800 - Para Educator Extra Hours	PHS Title I
\$1,000 - Edgenuity General Math Course	PHS CSI Grant
\$10,000 6th Period Math Class	VUSD General Fund
\$5,000- ACT Courses & Training	VUSD LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with additional targeted instruction for severely credit deficient students in these core areas.

Strategy/Activity

Increase access to approved CA and VUSD English Language Arts Graduation and History/Social Science requirements for students, not on an A-G graduation pathway.

- Implement Core ELA instruction into the school-wide first period homeroom.
- Add an additional 6th period ELA class to the master schedule

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000 Administrative Oversight of 1st Period ELA curriculum	VUSD General Fund
\$1,200 ELA Teacher Leader Stipend	PHS Title I
\$15,000 6th Period ELA Class	VUSD General Fund
\$15,000 6th Period History Class	PHS ASSETS Federal Grant and PHS CSI Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Increase students' preparedness for success in college and or career post graduation.

- Increase on-site CTE offerings/pathways
- Increase access to national certifications in the National ACT certifications for career readiness.
- Improve preparation for community college and or technical school applications for graduating seniors

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 CTE teacher training and certification	VUSD LCAP
\$750,000 Add Agricultural Pathway and 5 acre farm to PHS	State/Federal CTE grant(s)
\$5,000- ACT Courses & Training	VUSD LCAP
\$2,400 Counselor Stipends for quarterly college & career conferences	PHS Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Revise the school Vision, Mission and Student Learning Outcomes to better align with College and Career Standards, Project-Based Learning, Social Emotional Learning and the VUSD Promise: *For the future of every student.*

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 Staff Meetings	VUSD General Fund
\$4,500 Focus Groups	PHS CSI Grant

Annual Review:**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Pacific High School successfully met the majority of the two-year SPSA implementation goals in Goal number one, despite challenges with the global Covid-19 pandemic. However due to the Covid-19 shut down in March of 2020, many scheduled trainings, conferences, and events were cancelled and or postponed. In addition, the PHS math teachers resigned and moved out of state mid-way through the 2019-2020 school year. This resulted in a rotation of substitute teachers from January-March, who could not meet the after-school tutoring needs of students, nor could they help PHS create alternative math assessments as planned in the SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goals but for those activities that were cancelled or postponed due to the Covid-19 shut down.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the Covid-19 pandemic and subsequent school closures, all mandated state testing was cancelled for 2019-2020. These metrics will not be used to evaluate the 2020-2021 goals.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

Strengthen school-wide MTSS structures to enhance school climate and optimize teaching and learning success

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent, Student, Staff Surveys including LCAP district and PHS site surveys	N/A	N/A
School Site Attendance	73%	+1%
School Site Suspension	35% (2018-2019) 26% (2019-2020 Covid)	25-30%
School Site Expulsion	4	0
PHS After School Attendance	36%	50%
ROP/CTE/VC Participation	Less than 30 students annually	40 or more students annually
Quarterly Student Credit Data	15.5 Credits per student	16+ Credits per student
Referral Discipline Data	522	470 (10% reduction)
Parent/Guardian/community education Opportunities	2 Sessions	4 Sessions
Student Success Team (SST) Interventions	5	10
Positive Behavior Support Plan (PBSP) Interventions	2	4
Brief Intervention Completions	20	20+
BRIMM Family Intervention Completions	0	5-10
Graduation Rate	41.8%	75%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Strengthen school-wide MTSS structures to enhance school climate and optimize teaching and learning success

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$130,000 - MTSS Learning Director/Assistant Principal	PHS CSI Grant
\$5,000 – Teacher/Staff Collaboration time	General Fund
\$2,000 – MTSS Leadership Team Meetings	General Fund
\$5,000 - Administrative oversight	General Fund
\$12,000- Project Based Learning Professional Development for all staff	PHS CSI Grant
\$11,000-PBL Collaboration and Unit Building	PHS CSI Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Increase learning/training opportunities for students, staff, families and community in the areas of school safety, SEL, Substance Abuse Prevention

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5000 Site Based Brief Interventions and or Community Agency referrals for substance abuse	General Fund - Site Counseling Staff
\$5,000 BRIMM Family Interventions	LCAP - SAP Funding
\$130,000 - MTSS Learning Director/Assistant Principal	CSI - Learning Director/Asst Principal - Same as Goal 2 Activity 1
\$30,000 – Bi-Monthly – MTSS Shark Senate Teacher Collaborations	General Fund
\$45,000 - Direct Student Instruction in SEL	General Fund
\$5,000 – Teacher/Staff Collaboration time	General Fund
\$2,500 - Community Partnership Education Sessions	Title I/Supplemental 50/50

Annual Review:**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Pacific High School successfully met most of the two-year SPSA implementation goals in Goal number two, despite challenges with the global Covid-19 pandemic. However due to the Covid-19 shut down in March of 2020, many scheduled safety trainings, safety drills, and events were cancelled and or postponed. Additionally as a result of the Covid-19 school closures and subsequent distance learning challenges, 2019-2020 data is unreliable for attendance, disciplinary referrals, suspensions, and expulsions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goals but for those activities that were cancelled or postponed due to the Covid-19 shut down.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Per the 2020 WASC Self Study, FIA, and CSI assessments, in addition to the 2020 site based annual needs assessment, PHS is refining this goal to focus on specific MTSS growth areas in safety and interventions.

Goal 3:

Family Involvement - Maintain positive parent and community involvement.

Identified Need:

Maintain consistent lines of communication throughout the school and within our community.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Student and Staff Handbook Revision, Publishing, Distribution	Annually	Annually
Staff, Parent, Student Surveys and Annual Needs Assessment	Perception Data	Increase areas of strength and decrease areas of need
Publish and email Weekly Bulletin and staff updates	1 per week	Maintain
Increase PHS Parent Square Participation	N/A	Weekly Parent Square Participation Reports
Quarterly Mailers	Four Mailers per student	Maintain
ELAC Meeting Attendance	35 parents/guardians	45 parents/guardians
SSC Meeting Attendance	8 members	10 members
Back to School Night/Spring Showcase Attendance	60 Parents/Guardians	60 Parents/Guardians
Community Partnerships	8	10
Increase Monthly Student-Teacher-Parent Conferences	Less than 5 per month	5 or more per month

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Communicate weekly bulletins and updates to students, staff and families via Parent Square, Email, Website, and Social Media.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Communicate Student Progress Quarterly and as needed for intervention, via conferences, email, phone calls, parent square and US postal service.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 Graphics and Postage	Site Funds
\$75,000 – Daily Phone Calls and Emails, home to families by teachers, administrators, counselors and office assistants	General Fund
\$50,000 – Weekly conferences, IEP's and SST's with students, parents, teachers, administrators and counselors	General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Identify opportunities and implement plans to increase parent and community participation to support the academic and personal success of every student.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$30,000 – Bi-Monthly – MTSS Shark Senate Collaborations	VUSD General Fund
\$2,000 – MTSS Leadership Team Meetings	VUSD General Fund
\$50,000 – Weekly conferences, IEP's and SST's with students, parents, teachers, administrators and counselors	VUSD General Fund
\$2,500 – Partnership Collaboration	PHS Title I/Supplemental 50/50 - Same as Goal 2 strategy 2

Annual Review:**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Pacific High School successfully met the two year SPSA implementation goals in Goal number three, despite challenges with the global Covid-19 pandemic. However due to the Covid-19 shut down in March of 2020, many scheduled student, family and community events were cancelled and or postponed. Additionally as a result of the Covid-19 school closures and subsequent distance learning challenges, 2019-2020 data is unreliable for attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goals but for those activities that were cancelled or postponed due to the Covid-19 shut down.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to this goal however more emphasis will be placed on improving PHS publications and websites as well as increased student, staff, and parent participation in the Parent Square Communication Platform.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for Pacific High School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$3,260.00
Title I 2020-21 Allocation	\$22,800.00
Title I 2020-21 Parent Involvement	\$376.00

Subtotal of additional federal funds included for this school: **\$26,436.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site-Based Funds 2019-20 Carryover	\$1,295.00
Site-Based Funds 2020-21 Allocation	\$7,852.00
Supplemental Funds 2019-20 Carryover	\$2,349.00
Supplemental Funds 2020-21 Allocation	\$12,530.00

Subtotal of state or local funds included for this school: **\$24,026.00**

Total of federal, state, and/or local funds for this school: **\$50,462.00**

2020-21 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English Learners in VUSD include Structured English Immersion, English Language Mainstream and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

Curriculum & Instruction

The Curriculum & Instruction Department provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 11 English Language Arts/Literacy – 2018-19

	English Language Arts/Literacy						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students Tested	71	57	57	0.00%	3.51%	17.54%	78.95%
Male	46	38	38	0.00%	0.00%	15.79%	84.21%
Female	25	19	19	0.00%	10.53%	21.05%	68.42%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	55	45	45	0.00%	4.44%	15.56%	80.00%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	13	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	63	49	49	0.00%	4.08%	18.37%	77.55%
English Learners	23	20	20	0.00%	0.00%	15.00%	85.00%
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	10	7	7	*	*	*	*

CAASPP – Grade 11 Mathematics – 2018-19

	Mathematics						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	71	59	59	0.00%	0.00%	5.08%	94.92%
Male	46	38	38	0.00%	0.00%	7.89%	92.11%
Female	25	21	21	0.00%	0.00%	0.00%	100.00%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	55	47	47	0.00%	0.00%	6.38%	93.62%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	13	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	63	52	52	0.00%	0.00%	5.77%	94.23%
English Learners	23	20	20	0.00%	0.00%	5.00%	95.00%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	10	7	7	*	*	*	*

2020-21 Supplemental Funds Program Budget

2020/2021 Planning		
PROGRAM: Supplemental		
Site: Pacific	Resource = 0100	Carryover 2,349 Allocation 12,530 0 Total 14,879
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	
1107	Stipend, Certificated	2,636
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1207	Counselor, Stipend	1,199
1301	Director	
2101	Paraed, Positional	
2103/6	Paraed, Hourly	
2201	Health Tech, Positional	6,449
2203	Translation, Hourly	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	3,396
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		13,682 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	
4300	Other Supplies	
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5750	Food & Nutrition	
5800	Consultants/Other Svcs	1,197
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		1,197 0
Total:		14,879 0
Principals Signature for Adjustment: <i>[Signature]</i> Date: 11/18/20 School Site Council Approval: (Chairman) <i>[Signature]</i> Date: 11/19/20 English Learner Advisory Committee Review: <i>[Signature]</i> Date: 11/24/20 Director, Special Projects Approval: <i>[Signature]</i> Date: 12/6/2020		

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12/17/20

2020-21 Site Based Funds Program Budget

2020/2021 Planning			
PROGRAM: Site Based			
Site:	Pacific	Carryover	1,295
		Allocation	7,852
			0
			0
Resource = 0000, Option = 0000		Total	9,147
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101 Paraed, Positional			
2103 Paraed, Hourly			
2106 Paraed, Sub			
2201 Library Tech			
2203 Health Tech, Hourly			
2206 Library Tech Sub			
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL:		0	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies		
4300	Other Supplies	3,500	
4400	Equip Not Capitalized (\$500-5000)	3,647	
5201 Mileage stipend			
5202 Travel/Conferences			
5300 Membership			
5600 Contracts, Rents, Repairs		1,000	
5601 Contracts, annual			
5710 Publications, District Office			
5717 Work Orders			
5719 Transportation			
5750 Food & Nutrition Services			
5800 Consultants/Other Svcs		1,000	
5900 Communications			
6400 Equipment (over \$5,000)			
7310 Indirect			
SUBTOTAL:		9,147	0
Total:		9,147	0
Principals Signature for Adjustment: <i>[Signature]</i> Date: <i>11/18/20</i> School Site Council Approval: (Chairman) <i>[Signature]</i> Date: <i>11/19/20</i> Director, Special Projects Approval: <i>[Signature]</i> Date: <i>12/10/20</i>			

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12/17/20

2020-21 Title I Funds Program Budget

2020/2021 Planning			
PROGRAM: Title I			
Site:	Pacific	Carryover	3,260
		Projected Allocation	22,800
		Parent Involvement	376
		Total Allocation	26,436
		Less Central Direct Svc	
Resource = 3010		Total Site Budget	26,436
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly	2,839	
1106	Teacher, Sub	5,157	
1107	Stipend, Certificated	2,398	
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1207	Counselor, Stipend	2,395	
1301	Administrator		
2101	Paraed, Positional		
2103	Paraed, Hourly	842	
2201	Library Tech		
2203	Translating, Hourly		
2206	Health Tech Sub		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly	800	
2906	Other Classified, Sub		
SUBTOTAL:		14,431	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	2,186	
4300	Other Supplies		
4300	Parent Involvement	376	
4400	Equip Not Capltzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences	2,049	
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation	700	
5800	Consultants/Other Svcs	4,194	
5806	Internet publications/software	2,500	
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL:		12,005	0
Total:		26,436	0
Principals Signature for Adjustment: <i>[Signature]</i> Date: 11/18/20 School Site Council Approval: (Chairman) <i>[Signature]</i> Date: 11/19/20 Director, Special Projects Approval: <i>[Signature]</i> Date: 12/10/20			

[Signature]
12/9/20

School-Parent/Home Compact

**2020 Distance Learning Agreements
& School Compact****Students**

1. Students will read their ventura.edu emails daily.
2. Students will attend live instruction 4 periods daily between 8:15am-1:00pm.
3. Students will work in Edgenuity, Youth Activities and or Credit Recovery from 1:00pm-3:00pm on M/T/TH/F and on Wednesdays between 8:15am -1:00pm.
4. Students will follow appropriate digital citizenship guidelines and classroom norms during live virtual instruction.
5. Students must "show up" daily and complete weekly assignments to count for attendance. Just showing upon screen will not count for attendance. Attendance is compulsory for Fall Distance Learning.
6. Students with their Parents/guardians may schedule individual meetings with individual teachers during 1pm-3pm on Wednesdays and 2-3pm

Parents/Guardians

1. Parents/Guardians will ensure that their student participates in daily, live, whole-class instruction.
2. Parents/Guardians will communicate by phone or email with teachers, counselors and administration as needed to ask questions and to seek support for their student.
3. Parents/Guardians will read weekly school/district communications in their emails.
(Note, PHS will help parents set up a google gmail account during orientation if necessary)
4. Parents/Guardians will check on their student's progress daily/weekly.
5. Parents/Guardians will attend conferences (virtual, phone) as needed with teachers, counselor, and administrators.

PHS Teachers & Staff

1. PHS teachers and staff will be prepared to deliver live instruction daily for 4 periods daily.
2. PHS teachers and staff will maintain updated google classrooms with all instructional materials necessary for student success.
3. PHS teachers and staff will provide appropriate accommodations for students with 504's and IEP's.
3. PHS teachers and staff will read their ventura.edu and venturausd emails daily and will return student and parent communication within 24 hours.
4. PHS teachers and staff will monitor student progress in Edgenuity regularly and provide support to students during designated times.
5. Teachers will communicate student attendance and progress concerns to counselor and administrators weekly so that administration may follow up with students and families immediately.

Student Signature _____ Parent/Guardian Signature _____

Staff Signatures _____

VUSD Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504).

VUSD Board Policy 6020, USC Title 20

Pacific High School - Parent Involvement Policy

**PACIFIC HIGH SCHOOL
PARENT INVOLVEMENT POLICY
2020-2021 School Year**

Pacific High School acknowledges the contributions parents make to the school. In addition, we recognize that parent participation is essential in achieving high student academic achievement. We know parents have a wealth of knowledge and experience that enhance their child's schooling experience. The school views parents as equal partners in educating their children and will therefore continue to develop, examine, and update the school's Parent Involvement Policy annually.

A. Policy Involvement

To ensure effective parent involvement and to support collaboration between Pacific High School, the parents and the community so our students achieve high academic achievement, Pacific High School will conduct numerous meetings such as listed below, which will be scheduled in the morning, afternoon and evening to suit the needs of all of our parents. On an ongoing basis, the school will involve parents in planning, reviewing, and improving the Parental Involvement Policy, the Single Plan for Student Achievement, and the Parent-School Compact. We will utilize the results as a guide to plan parent involvement activities. In addition, curriculum, assessments, and expectations will be communicated and known to all parents. The school will request comments on the School Plan for Academic Achievement and those comments will be submitted to the District office.

- Annual Orientation and Registration Meeting
- School Site Council (SSC),
- Monthly Leadership
- English Learner Advisory Committee (ELAC)
- Parent Conferences
- Field Trips and or other Special School Events

Pacific High School parents will receive information in a timely manner, in English and Spanish, regarding meetings and decisions made, through flyers, monthly newsletters, posters, school's marquee, US mail, and school personnel.

B. Shared Responsibilities for High Student Academic Achievement

Communication between students, parents, and school personnel is essential to high student academic achievement. At Pacific High School, communication is encouraged and promoted. The School-Parent Compact, will be jointly created and modified annually by parents and school personnel. It will specify the shared responsibilities of the students, the parents, and school personnel in attaining high student academic achievement. The School-Parent Compact will be discussed how it relates to student achievement, and will be signed by the teacher, student, and parent at Back to School Night. The Compact will describe curricular expectations, explicitly state responsibilities of parents such as monitoring their child's homework and attendance, participating in parent meetings and trainings, volunteering, and providing a learning environment at home. The student's responsibilities will include

completing homework, proper behavior, utilizing Principles of Learning, self reflection, and evaluation. School personnel will be responsible for the differentiation of instruction to meet the needs of the students and implement standards based curriculum through the use of state adopted research based programs such as CCSS ELA curriculum, ELD, and Math. Parents will be informed of their child's academic progress through annual conferences, monthly notices, Individualized Education Program (IEP), Student Success Team (SST), and Language Appraisal Team meetings.

C. Building Capacity for Involvement

In order to ensure effective involvement of parents and support a partnership among the school, parent and community and all stakeholders will be informed of state and local assessments and tests. The results of the California Standards Test (CAASPP), California English Language Development Test (CELDT), ELA Assessments, Mathematics Tests, and ELD measures will be explained during the annual Title One meeting, at ELAC, SSC, and leadership meetings. Pacific High School will also provide Teachers will inform parents of their child's progress not only utilizing the District's Progress Report but will communicate verbally or in written form when students are not reaching the academic goals. Teachers are trained in the value of parent contributions; on how to make them as equal partners.

Pacific High School is committed to providing opportunities to support parents and will coordinate parent involvement activities. At meetings, parents will be asked for input orally, in the language they speak and understand, via formal and informal surveys, and questionnaires to increase parent involvement and the results will be written in English and Spanish and shared with other parents, the school, and the District.

D. Accessibility

- Pacific High School understands and accepts the responsibility of maintaining ongoing comprehensible communication with parents therefore; all surveys, questionnaires, flyers, newsletters, report cards, conferences, announcements, invitations, brochures, meetings, workshops, and all forms of media used to communicate will be translated to support and inform parents. We will also provide information and opportunities for participation for newly arrived parents, parents with disabilities, and parents of migratory children by locating resources within our community.
- Pacific High School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

Parent Involvement Calendar

<p><u>July</u></p> <ul style="list-style-type: none"> • Orientation mailer sent • Edu Link phone message from the principal 	<p><u>January</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • School Site Council – 3rd Tuesday monthly • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • Attendance conferences • PBL/Class Exhibitions
<p><u>August</u></p> <ul style="list-style-type: none"> • Principal's Welcome Back Letter • Group Orientation/Enrollment • Make-up Enrollments • Bilingual group orientations 	<p><u>February</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • School Site Council • Renaissance Assembly • Second Quarter report cards • Attendance conferences • Local College Field Trips quarterly (post-Covid)
<p><u>September</u></p> <ul style="list-style-type: none"> • New student bilingual orientations every Monday • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • Attendance conferences • Back to School Night 	<p><u>March</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • Counselor Meetings (by apt.) • Attendance conferences • Teacher or Admin Conferences (by apt) • ELAC • PBL/Class Exhibitions
<p><u>October</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • School Site Council Meeting • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • Attendance conferences • First Quarter report cards • ELAC • PBL/Class Exhibitions 	<p><u>April</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • Attendance conferences • Renaissance Assembly • Third Quarter report cards • Spring Open House • Local College Field Trips Quarterly(post-Covid) • College&Career Fair (TBD)
<p><u>November</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • Attendance conferences • Renaissance Assembly 	<p><u>May</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • School Site Council – • Attendance conferences • PBL/Class Exhibitions
<p><u>December</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • Attendance conferences • School Site Council • ELAC 	<p><u>June</u></p> <ul style="list-style-type: none"> • New student bilingual orientation every Monday • Counselor Meetings (by apt.) • Teacher or Admin Conferences (by apt) • Attendance conferences • Graduation

Professional Development Plan

Pacific High School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2020-21 school year, teachers at Pacific High School will focus on the following trainings:

- Positive Behavior Intervention & Supports (Tier I & II Interventions)
- Multi-Tiered System of Supports (MTSS)
- Social Emotional Learning
- Universal Design for Learning (UDL)
- Distance Learning Platforms

School Accountability Report Card

2019-20 School Accountability
Report Card
Published January 2021

PACIFIC HIGH SCHOOL
501 COLLEGE DRIVE, VENTURA, CA 93003
(805) 289-7950

DEIDRE MONARRS, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear PHS Families,

We look forward to welcoming you back this year at our specially scheduled enrollment and orientation times. Although we are unable to teach in the physical school building to start the school year, we are excited about our new and improved live PHS teacher instruction & distance learning plan, and are eager to share this with you during orientation.

As always, our collective goal is to support your student as they work to earn their high school diploma. This year we will also be working more closely with our students on their post-high school, college and career planning. All of our teachers will be building career exploration and readiness into their individual courses and projects so that learning is more relevant for our students. We aspire to connect all learning to potential college and career paths. Additionally, students will be able to earn work-readiness certificates, which can be presented to future employers, through specially designed Work Keys courses this spring.

In an effort to offer students even more credit earning opportunities during the regular school day, your student will now receive additional English Language Arts instruction during their first period homeroom class. All PHS students will be reading novels and performing literary analysis school-wide, two days per week with their homeroom teacher and peers. This is in addition to the Social-Emotional Learning and Life Skills instruction they also receive in homeroom weekly.

We are happy to report also that our after-school ASSETS Program, Youth Activities, has been re-funded. Mr. Pete Ippel and his staff will be working hard to provide our students with on-line Enrichment opportunities until we can welcome students back to campus. Completion of these activities will earn students elective credits. All students need 60 elective credits to graduate!

Finally, Pacific High School is proud to announce that we were awarded another six year WASC Accreditation this past June. We thank all of our staff and students for their hard work over the last several school years. The State of California not only recognizes PHS as a Model Continuation School but through WASC, certifies that we met our school improvement goals from the previous WASC cycle and has accepted our new action plan and goals for the next six years! This new action plan includes re-visioning Pacific High School. We expect our vision and mission work to begin formally in the Spring of 2021.

Pacific High School values Relationships, Routines, Responsibility, Respect and Results and is looking forward to serving our students, family and community this year. Please read through the enclosed materials so that we can get your student enrolled and scheduled for a successful 2020-2021 school year.

Sincerely,
Deidre Monarres, Principal

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

Board of Education

VELMA LOMAX
MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION
GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

DISTRICT & SCHOOL DESCRIPTION**Ventura Unified School District**

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Pacific High School

Pacific High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 151 students were enrolled, including 4.6% in special education, 30.5% qualifying for English Language Learner support, 11.3% homeless, 4.0% foster youth, and 87.4% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.7%	Grade 9	31
American Indian or Alaskan Native	0.7%	Grade 10	44
Asian	0.0%	Grade 11	51
Filipino	0.0%	Grade 12	25
Hawaiian or Pacific Islander	1.3%		
Hispanic or Latino	77.5%		
White	17.2%		
Two or More Races	2.6%		
Socioeconomically Disadvantaged	87.4%		
English Learners	30.5%		
Students with Disabilities	4.6%		
Homeless	11.3%		
Foster Youth	4.0%		
Total Enrollment			151

Pacific High School's core values are centered around Relationships, Routines, Responsibility, Respect, and Results. We believe that all students, regardless of their past academic challenges at their previous high schools, can be successful. Pacific High School focuses on the whole-child, prioritizes both academic and social-emotional growth and views all students and families through a strength-based lens.

Pacific High School has grown significantly over the last 6 years; this is demonstrated by our many school-wide program improvements and the six-year WASC accreditation we received in June of 2020. As a result of this growth, PHS will be working in the Spring of 2021 to re-vision the school so that our daily work is better aligned with our new goals to prepare all students for college and career readiness in the 21st century.

One of the largest program improvements has been the increase in Career Technical Education courses at PHS. PHS is the home of a strong Arts, Media and Entertainment pathway that offers Graphic Art and Production as well as Video and Media Production courses. PHS will also be the home of the new VUSD Agricultural Pathway and will be breaking ground on the new 5 acre campus farm this Spring.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

PARENT INVOLVEMENT

Pacific High School builds relationships with all families and welcomes regular parent involvement. Annually, we greet every single new and returning family at our August orientations. This is an important first step for all families every new academic school year.

Our largest and most successful parent group is our English Learner Advisory Committee (ELAC). This group meets 4-6 times per year and helps us meet our academic goals for our English Language Learners.

PHS also welcomes 2-3 parent volunteers annually to the School Site Council Committee. This important committee also meets 4-6 times per year and reviews and approves our school budgets, safety plan, and school plan for student achievement.

Pacific High School uses Parent Square to communicate weekly with our families and provides all families with a weekly bulletin in English and Spanish. Parents and guardians are encouraged to communicate often with their homeroom teacher and school counselor.

Parents/Guardians are welcome to also volunteer on:

- Model School Focus Groups
- WASC Focus Groups
- School Events and Assemblies
- After School Program - Youth Activities

STUDENT ACHIEVEMENT**California Assessment of Student Performance and Progress (CAASPP)**

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive

disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

California Physical Fitness Test Results 2019-20			
% of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade Level			
Ninth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Pacific High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pacific High School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The District's Early Childhood Center, First Step Jump Start, and First Five Centers are located on Pacific High's campus. Campus repair and/or improvement projects the 2020-21 school year include the following:

- Installation permanent shade structures for the pre-school playground
- Construction of a 5-acre farm including an avocado and citrus orchard, row crops, and several farm buildings/classrooms
- Relocation of the primary PHS physical education field and improvement of the physical education outdoor areas to include fencing

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards						
	Pacific		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
	0	N/A	39	N/A	30	N/A
Science (Grades 5, 8, & 10)						

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven						
Percentage of Students Meeting or Exceeding the State Standards						
	Pacific		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English Language Arts/Literacy	4	N/A	55	N/A	48	N/A
Mathematics	0	N/A	44	N/A	37	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11) 2019-20										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Former Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Campus Description	
Year Built	1956
Acreage	9.2
Bldg. Square Footage	36329
Quantity	
# of Permanent Classrooms	15
# Portable Buildings	0
# of Restrooms (student use)	3
Cafeteria/Multipurpose Room	1
Computer Lab	3
Library	1
Weight Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and three campus supervisors monitor the campus, entrance areas, and designated common areas. Support staff, three campus supervisors, two counselors, and both administrators monitor student activities during the nutrition break. At the end of the day when students are dismissed, support staff, three campus supervisors, two counselors, and both administrators monitor student behavior and ensure students either leave campus in a safe and orderly manner.

To enhance two-way routine communication and facilitate an immediate response to urgent situations, the custodian, campus supervisors, counselor, administrators, office staff, and some teachers carry hand-held radios while on campus.

Pacific High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pacific High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2020.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and

their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Pacific High School on an annual basis in accordance with Education Code §17592.72(c) (1). Pacific High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 23, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Pacific High School. The day custodian is responsible for:

- Restrooms
- Cafeteria
- Classrooms
- Office Areas
- Auditorium Setup/Cleanup
- General Cleaning and Custodial Functions

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Restrooms
- Classrooms
- Routine Maintenance

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Pacific High School's discipline policies are based upon a school wide Multi-Tiered System of Support (MTSS) plan, which is used as a guide to: 1) develop high expectations for student achievement and behavior, 2) improve school-wide processes and procedures 3.) collect and analyze data, and 4.) create a variety of positive behavior support for all students.

Pacific teachers, administrators and counselors are trained in multiple behavior models to help de-escalate and manage student behaviors and promote respectful, responsible choices. Our Restorative practices support the whole child and include interventions for academics, behavior, and the social emotional needs of our students.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: September 23, 2020	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Classroom 12 - Broken ceramic tile at the sink countertop; Classroom 17 - Missing cove base at the south wall, broken VCT tile by the teachers desk; Classroom 18 - VCT is lifting and loose under sink cabinet; Classroom 20 - Floor base missing at the south wall
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			Building A Conference Room - Fire extinguisher is out of service date (7/15/17); Youth Activities - Fire extinguisher is out of service date (7/10/19); Room 21 Science Lab - Fire extinguisher by the northwest door is out of service date (7/10/19)
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Suspensions and Expulsions

	Pacific			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	15.40%	15.60%	26.49%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	1.54%	0.00%	2.85%	0.15%	0.05%	0.10%	0.08%	0.09%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. During enrollment orientation, students and parents/guardians are advised of our school-wide behavior expectations. As needed, administrators may visit individual classrooms to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Pacific High School employs a Restorative and Progressive approach that both supports and manages students who struggle with inappropriate school behavior, following school rules, or who regularly disrupt a positive learning environment.

Teaching Load

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2017-18				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	6	35	1	
Math	10	8		1
Science	5	11		
Social Science	8	25	1	1
2018-19				
English	6	41	2	
Math	9	11		1
Science	7	8		
Social Science	9	20	2	
2019-20				
English	7	33	1	1
Math	11	11	1	1
Science	7	9		
Social Science	9	22	1	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts & Graduation Rates

Pacific High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring academic progress every five weeks, parent conferences, counseling, independent study, home visits, SART process, Restorative Justice process, Student Success Team process, Shark Senate, online credit recovery, after school tutoring, concurrent enrollment in adult education, and concurrent enrollment in community college. Teachers extract strategies and techniques from the RtI² model to encourage student success in both behavior and academics. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Students must accumulate 230 course credits to receive a high school diploma from Pacific High School. Alternative methods of acquiring a diploma are available through the community college, Ventura Adult and Continuation Education (VACE), and CHSPE (California High School Proficiency Exam) for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Pacific High School.

In the following Dropout & Graduation Rates table, 2018-19, data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	Pacific		
	16-17	17-18	18-19
Dropout Rate (%)	25	19.4	41.6
Graduation Rate (%)	39.3	41.7	32.6
	VUSD		
	16-17	17-18	18-19
Dropout Rate (%)	6.2	4.4	6.8
Graduation Rate (%)	89.9	91.1	89.1
	CA		
	16-17	17-18	18-19
Dropout Rate (%)	9.1	9.6	9
Graduation Rate (%)	82.7	83.0	84.5

Note: For the formula to calculate the 2017-18 & 2018-19 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/la/acs/>.

CURRICULUM &
INSTRUCTION

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2020-21 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials.

On September 22, 2020, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #20-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2018-19, 2019-20, and 2020-21 school years, the teachers at Pacific High School had the opportunity to participate in districtwide staff development training focused on:

2018-19 and 2019-20 Trainings:

- History-Social Science Adoption Implementation Training
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards Pilot/Adoption Training
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Canvas Course Management 101 – By Site-Based Canvas Leads
- Discovery Education Earth Science
- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Math Course Build Peer Review and Support
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- What Works for Canvas Building 1 & 2
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2015	*	McGraw-Hill: <i>StudySync</i>	0%
2016	*	Houghton Mifflin Harcourt: <i>Read 180/System 44</i>	0%
Math			
2014	*	Triumph Learning: <i>Common Core Coach Mathematics 8</i>	0%
2016	*	Mathematics Vision Project (MVP)	0%
Science			
2006	*	Pearson Prentice Hall: <i>Earth Science</i>	0%
2008	*	Glencoe: <i>Science Biology - CA Edition</i>	0%
Social Science			
2001	*	Glencoe: <i>World Geography</i>	0%
2019	*	McGraw-Hill: <i>World History, Culture and Geography</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
2018	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2013	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
Health			
2009	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%

needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2019-20 school year, Pacific High School's staff development activities concentrated on:

- College & Career Readiness
- Distance Learning, including Canvas and Google Classroom Applications
- MTSS including: Culturally Proficient Instruction, Restorative Practices, and Trauma Informed Practices
- Next Generation Science Standards (NGSS) - New Curriculum Adoption

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

COLLEGE PREPARATION & WORK READINESS**College Preparation Courses**

Students are encouraged to take required courses if they plan on attending a four-year college or university. Pacific High School offers only those classes required to earn a high school diploma. Students may take college level courses at a local community college while simultaneously enrolled at Pacific High School. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of
UC/CSU-Required Courses

	%
2019-20 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	71.8
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	57.78

* Data not available at the time of this report.

Admission Requirements for California
Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses; and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University website at <http://www.calstate.edu/admission/>.

Workforce Preparation

Upon enrollment, students meet with their school-based counselor to create their high school academic plan for graduation and are introduced to all available: on-site and off-site Career Technical Education courses, college courses, and Adult Education courses. All students at Pacific High School receive quarterly academic and college/career counseling from their school-based counselors.

Counselors provide career-based counseling for those students who want to enter career preparation programs directly out of high school and are provided information about post-high school certificate programs at Ventura County Community Colleges and Ventura Adult and Continuing Education.

Students at Pacific High School who work part time jobs are eligible to earn Work Experience Elective Credits. Work experience students work with their employers who provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision from a PHS teacher, designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact their counselor.

Beginning in the Spring of 2021, students will be able to participate in the National ACT Work Keys National Career Readiness program. Students who finish these Career Readiness modules and pass the national assessments will receive a National Career Readiness Certificate. A National Career Readiness Certificate is earned by completing the three Work Keys Assessments: Applied Math, Workplace Documents and Graphic Literacy.

For more information on career technical programs, CEC, workability, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

PROFESSIONAL STAFF

Counseling & Support Staff

Pacific High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Pacific High School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2019-20		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.6
Psychologist	1	0.3
School Nurse	1	0.2
Average Number of Students per Academic Counselor		75.50

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2019-20 school year, Pacific High School had 12 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments				
	Pacific			
	18-19	19-20	20-21	
Total Teachers	12	12	12	
Teachers with Full Credential	12	12	12	
Teachers without Full Credential	0	0	0	
Teaching Outside Subject Area (with full credential)	0	1	0	
Misassignments of Teachers of English Learners	0	0	0	
Total Teacher Misassignments*	0	0	0	
Teacher Vacancies	0	0	0	
	VUSD			
	18-19	19-20	20-21	
Total Teachers	721	713	694	
Teachers with Full Credential	690	678	664	
Teachers without Full Credential	31	35	0	
Teaching Outside Subject Area (with full credential)	105	89	89	
Misassignments of Teachers of English Learners	0	1	0	
Total Teacher Misassignments*	1	2	0	
Teacher Vacancies	3	4	3	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

DISTRICT EXPENDITURES**Salary & Budget Comparison**

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/csf/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
Dollars Spent Per Student					
Expenditures Per Pupil	Pacific	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	19,110	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,096	N/A	N/A	N/A	N/A
Unrestricted (Basic)	17,014	6,501	261.7%	13,060	130.1%
Average Teacher Salary	77,189	77,464	99.6%	81,939	94.2%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

**Teacher and Administrative Salaries
2018-19**

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

For detailed information on salaries, see the CDE
Certificated Salaries & Benefits Web page at
<http://www.cde.ca.gov/ds/fd/csf/>.

**SARC DATA &
INTERNET ACCESS****DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Pacific High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in November 2020 and the school facilities section was acquired in December 2020.

School Site Council Bylaws

2020-2021

Article I: Duties of the SSC

The SSC of Pacific High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members**Section A: Composition**

The SSC shall be composed of 12 members, selected by their peers, as follows:

- 4 Classroom teachers
- 1 Other school staff members
- 3 Parents or community members
- 3 Students
- The school principal shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for a two year term. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC.
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the first meeting of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet four to six times per year. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Upper campus office window.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 3 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 30 days prior to the meeting at which the amendment is to be considered for adoption.